Support for Principals and the Role of the Principal Supervisor

McKell Withers, The Reasonable Principle/Principal

May 11–12, 2017
Session Agenda

- Context for Principal Supervisors
- Table Group Discussion and Sharing
- Selection, Roles and Responsibilities, Support, and Evaluation of Principal Supervisors
- Strategies in Action (table group work)
- Questions and Answers
- Connect and Reflect: Apply Learning to Your Action Plans
Principals and Supervisors Lead and Learn Together (It Takes a Village)
Leaders/Learners/Learning

- Background and experience
- Collaborative partnerships
- 2017–18 goals and expectations
- Mentoring and support
Changing Context? (1917/2017)
Changing Context
(Change in Role of Principal)

Disciplinarian and Manager

Task diversification and distribution

Isolated  Community Engaged  Instructional Leader

Workforce diversity
Changing Context

- Technology, social media, and the flat world
- Federal accountability (the Elementary and Secondary Education Act, No Child Left Behind, and the Every Student Succeeds Act)
- State accountability (past, present, and future)
- District support and accountability (evaluation systems)
- Data sources (uses, misuses, and responsibilities)
Proactive, Productive, and Collaborative
Proactive, Productive, and Collaborative: Understanding the Gaps (challenges)

- Achievement and ability (individual)
- Experience and support (family)
- Opportunities and expectations (school)
- Priorities and commitment (community)
Proactive, Productive, and Collaborative

- **High-Quality Principal Pipeline**: rigorous job requirements, high-quality training, selective hiring, and on-the-job evaluation and support

- **High-Quality Principal Supervisor**: focus on instruction, building trust (coach versus boss), measuring success, “the keepers and executors of the vision”
Table Group Discussion and Sharing
What Do You Currently Have in Place?

- How do you select, evaluate, and support principal supervisors?
- What are the roles and responsibilities of principal supervisors in your setting?
- What professional development do you provide to support principal supervisors?
Selection, Roles and Responsibilities, Support, and Evaluation of Principal Supervisors
Selection of Principal Supervisors

Considerations:

- Track record as an effective school leader
- Measurable student achievement gains
- Ability to build relationships
- Strong instructional background
- Other

Roles & Responsibilities of Supervisors

Most Common:
- Discuss and analyze student performance data with principals
- Conduct classroom visits with principals
- Discuss principal’s performance
- Discuss and analyze teacher performance with principals
- Assist principal in responding to parent/community issues

Other:
- Facilitate professional development
- Engage in teacher evaluations/observations
- Broker central office resources

Support: Mentoring v. Coaching

- Supervisor Knowledge and Credibility
- Trust and Communication
- When/How to Mentor
- When/How to Coach
- When/How to Intervene
Support: Professional Development

- Review school (student) performance data.
- Observe classrooms with a focus on student learning and student work.
- Understand the shift in reading and writing expectations and instruction resulting from the new academic standards.
- Use student performance data to improve classroom instruction.
- Conduct principal evaluations.
- Understand the shift in mathematics expectations and instruction resulting from the new academic standards.

Evaluation of Principal Supervisors

- School performance gains
  - Student achievement
  - Student attendance
  - Graduation rates
  - Suspension rates
- Demonstrated leadership
- Stakeholder feedback (formal or informal)
Strategies in Action
(Table Group Work)
Each table group will be assigned a reading from *Re-thinking Leadership: The Changing Role of Principal Supervisors*:

- Charlotte Mecklenburg Schools (pp. 12–13)
- Denver Public Schools (pp. 13–14)
- Gwinnett County Schools (p. 15)
- Hillsborough County Public Schools (p. 16)
- New York City Department of Education (pp. 17–18)
- Prince George’s County Public Schools (pp. 18–19)

Identify the information requested on the following slide for the assigned district reading and transfer to flipchart paper.

Share highlights from your reading with the whole group.
Name of District:

- **Selection**: How does this district select principal supervisors?
- **Roles and Responsibilities**: What are the roles and responsibilities of principal supervisors in this district?
- **Support and Professional Development**: How does this district support and train principal supervisors?
- **Evaluation**: How does this district evaluate principal supervisors?
- **Unique Features**: What unique features did you notice about how this district manages principal supervisors?
Your Progress and Plan (Discussion)

- Perceived obstacles in your work
- Framework for your plan
- Support you will need
- Other
Questions?
## Collective Expectations

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<tr>
<th>As an Educator/Leader</th>
<th>As a School Community</th>
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<td>Reasonable</td>
<td>Welcoming</td>
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Connect and Reflect: Applying Learning to Action Plans
Closing Thoughts

“If you can dream it, you can do it.” —Walt Disney

“Love is the only force capable of transforming an enemy to a friend.” —Martin Luther King Jr.

‘We must become the change we want to see in the world.” —Mahatma Gandhi
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